

Arizona State Board for Charter Schools

Arizona State Board of Education

1700 W. Washington St., Room 164, Phoenix, AZ 85007
(602) 364-3080 Fax (602) 364-3089

PROGRAM OF INSTRUCTION AMENDMENT REQUEST

Arizona Academy of Science & Technology 078665000
(Charter Holder Name) (CTDS)

P.O. Box 13606 Phoenix AZ 85002
(Charter Holder Mailing Address) (City, State) (Zip)

Joan E Miller 602-253-1199 602-253-1199
(Charter Representative's Name) (Phone Number) (Fax Number)

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

- ⊥ Changes in instructional methodology, and/or delivery that affects the emphasis, program of instruction or mission as described in the charter

Included are the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Narrative describing the change, the rationale for the change, and the expected impact of the change on student achievement

*Will not affect the instruction for grades K-8
only eliminates grades 9-12.*

The Arizona State Board for Charter Schools and Arizona Academy of Science & Technology
herein agree to amend the terms of the charter contract as follows:

FROM:

see attached

TO:

see attached

In witness whereof, Charter Holder has signed this contract amendment as of this 11 day of April, 2008, and the State Board for Charter Schools has signed this contract amendment as of this _____ day of _____, 200____, to take effect at such time as it is signed by both parties.

Joan E Miller
Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

9/10/07

1.0 Comprehensive Program of Instruction

1.1 Curriculum and Assessment

Edison Academy is committed to the Arizona State Essential Skills. Edison students will meet and surpass the Arizona Essential Skills in literature, history, mathematics, and science. Students are expected to engage in a rigorous, college preparatory curriculum in which critical thinking, creative problem finding, and creative problem solving are stressed.

Students will be evaluated by narrative and portfolio assessment. At the end of each semester, students will receive a letter grade and a narrative; hence, students will receive both a qualitative and quantitative evaluation of their progress. In addition, students will participate in a presentation week at the end of each year wherein they will be juried in their academic areas.

Edison Academy has one primary goal. Edison wants to develop life-long learners. The chief province of the school will be to nurture the capacity to learn, to reason critically, and to weigh the merits of conflicting knowledge in a responsible way. Therefore, it is the philosophy of Edison that the curriculum for the school should address these abilities and expand the students' options rather than narrowing them. Consequently, Edison students will be viewed as capable of exceptional academic achievement across the spectrum of the academic disciplines.

Edison Academy will begin operation with grades six, seven, and eight. Each successive year the school will expand a grade level; hence, by the fifth year of operation, Edison Academy will include grades six through twelve. Students in grades six through eight are expected to take mathematics, science, language arts, and social studies every year. A lot of emphasis is placed on the language arts curriculum in the middle school; language arts is broken into content area. These areas include the following: literature, grammar, and vocabulary. The ultimate goals of the language arts curriculum is to develop strategic readers who can comprehend, interpret and evaluate a wide range of texts, and to, develop writers who can effectively use written language for a variety of purposes and a variety of audiences. Students will keep journals, utilize peer assessments of their writing, score an eighty percent on a standardized grammar test, and apply new vocabulary towards their writing.

The mathematics curriculum at Edison is also a three year sequence. At the sixth grade level students are expected to polish their basic mathematics skills. At the end of sixth grade an Edison student should be prepared to begin the seventh grade pre-algebra curriculum. In the eighth grade students take algebra. Eighty percent is considered mastery, and students must illustrate mastery over the concepts for each course to graduate to the next level. Mastery can be shown through regular examination performance, a standardized course exit examination, and/or individualized board work.

Social studies, like mathematics and language arts, at the middle school level is a three year sequence. In the sixth grade students are expected to study geography. Students need the knowledge of where places are located prior to the study of the events which take place in these locations. In the seventh grade students study world history up through the Age of Enlightenment. In eighth grade students continue with world history beginning with the Enlightenment and proceeding to present day. Edison will develop learners that are able to synthesize geographic location to the events occurring across the globe in different time periods. Students will create reports on other countries and cultures using biographic research and analysis of multiple sources. In addition, students will explore significant moments and historical epochs in world history.

The science curriculum at Edison Academy includes Earth Science, Physical Science, and General Biology. At the sixth and seventh grade levels the scientific method will be introduced; learners will be developed that are able to identify and apply the scientific method to multiple academic disciplines. Students will analyze plant, animal, protozoan life processes, ecological relationships, and physiology. Students will learn the planet earth, its features and forces, as well as the solar system and the universe. In eighth grade students will begin general biology. Students will cover microbiology, cellular biology, botany, the nature and origin of life, human biology, comparative biology, and dissection.

The following are the minimum graduation requirements for high school students: four credits (one credit = one year of instruction) of English, two credits of foreign language, four technology credits, four science credits above the general biology level, four mathematics credits, three history credits, and two arts credits.

Comprehensive Program of Instruction

Arizona Academy of Science (AAS) was founded on the principles of science and technology as human endeavors which cut across all aspects of our society. There is a need to prepare our students for a world that changes rapidly with the growth of scientific knowledge and technological power. Our students, like a renaissance individual, will be well grounded in the humanities, sciences, technology, and society. AAS students will be prepared to deal with the interaction of science and society. To achieve this end Arizona Academy of Science will follow the National Council on Science and Technology Education recommendations for science education which can be summarized in four general categories:

1. The Scientific Endeavor
2. Scientific Views of the World
3. Perspectives on Science
4. Scientific Habits of Mind

Unlike most school curricula, Arizona Academy of Science includes topics such as the nature of scientific enterprise, science, math, technology, and society as interrelated systems; knowledge of the most important episodes in the history of science and technology; major concepts of scientific thinking; and technology as expressions of human endeavor.

Arizona Academy of Science is committed to the Arizona State Standards, all students will meet or surpass these standards in language arts, mathematics, science, and history. Students are expected to engage in a rigorous curriculum in which critical thinking, creative problem finding and solving are stressed. Arizona Academy of Science wants to develop life-long learners. The chief province of the school will be to nurture the capacity to learn, to reason critically, and to weigh the merits of conflicting knowledge in a responsible way. Therefore, it is the philosophy of Arizona Academy of Science that the curriculum addresses these abilities and expand the students' options rather than narrowing them. Consequently, Arizona Academy of Science students are viewed as capable of exceptional academic achievement across the spectrum of the academic disciplines and build intrinsic motivation which will ultimately produce productive citizens.

The mission of Arizona Academy of Science is to provide an academic program of instruction designed to present a coherent and sequential knowledge base from grade to grade. The curriculum allows for steady academic progress and the building of essential skills and strong foundations each year. Consistency and uniformity of backgrounds in education when entering the middle school years is imperative, hence strong foundations from kindergarten through eighth grade will be established. The learning environment will foster:

1. curiosity and exploration
2. goal setting and task completion
3. academic excellence and love of learning
4. positive attitudes and self-esteem

The primary Language Arts program develops students into effective communicators through a variety of reading, writing, listening, and speaking activities. Students will be introduced to the fundamentals of language arts and the reading process, phonemic

awareness, phonics, fluency, vocabulary, composition, and will continue to build reading, writing, and vocabulary skills through the phonics program. Students will be given an exposure to a variety of reading materials; fiction, non-fiction, classical, and contemporary. They will learn to fluently decode words, begin to use comprehension strategies while reading, and will read fluently at grade level. Throughout the writing process of prewriting, drafting, revising, editing, and publishing students will reflect on their own writing skills, set goals, and evaluate progress. Comprehension strategies and elements of literature will be explored through historical, expository, functional, and persuasive texts. As students progress through the upper elementary grades they will reinforce varied sentence and paragraph structure using the 6-traits of writing, build comprehension skills of logic, drawing on conclusions, identify literature genre, and continue to read fluently at grade level.

Primary grade mathematics will engage students in number theory, problem solving concepts, reasoning, collection of data, patterns, geometry, measurements, and basic computational skills. Upper elementary students build upon foundational skills to explore fractions, probability, data analysis, algebraic expression, and higher-order thinking and problem solving skills. Primary grades will study topics from American History, World History, Government, Geography, and Economics. History concepts experienced will be exploration, discovery, cultures, important Presidents and symbols, early civilizations, European colonization, and cultures of Asia. Upper elementary students will study Arizona History, civilizations of South and Central America, Native Americans through the Civil War, and the Civil war to the early 20th century time periods.

Students in grades six through eight are expected to take mathematics, science, language arts, and social studies every year. Emphasis is placed on the language arts curriculum in the middle school; language arts is broken into reading and writing content areas. The ultimate goals of the language arts curriculum is to develop strategic readers who can comprehend, interpret, and evaluate a wide range of texts, and to develop writers who can effectively use written language for a variety of purposes and a variety of audiences. Students will keep journals, utilize peer assessments of their writing, and apply new vocabulary towards their writing.

The mathematics curriculum at Arizona Academy of Science is also a three year sequence. At the sixth grade level students are expected to polish their basic mathematics skills. At the end of sixth grade an AAS student should be prepared to begin the seventh grade pre-algebra curriculum. In the eighth grade students take algebra. Eighty percent is considered mastery and students must illustrate mastery over the concepts for each course to graduate to the next level. Mastery can be shown through regular examination performance, a standardized course exit examination, and/or individualized board work.

Social Studies, like mathematics and language arts, at the middle school level is a three year sequence Exploring Topics from American History, World History, Government, Geography, and Economics. In the sixth grade students are expected to study World History from its earliest cultures through the Enlightenment, including the early cultures of the Americas. In the seventh grade students study American History from the Civil War through the Great Depression. They study the impact of the Industrial Revolution and imperialism on world events. The eighth grade emphasizes the historical foundations and democratic principles that framed our Constitution and led to our form of

democracy. The history of World War II to the contemporary world is also studied. Arizona Academy of Science will develop learners that are able to synthesize geographic location to the events occurring across the globe in different time periods. Students will create reports on other countries and cultures using biographic research and analysis of multiple sources. In addition, students will explore significant moments and historical epochs I world history.

The science curriculum from grades kindergarten through eighth includes Earth and Space Science, Physical Science, and Life Science. At the sixth and seventh grade levels the scientific method will be introduced; learners will be developed that are able to identify and apply the scientific method to multiple academic disciplines. Students are naturally curious about the world and nature. To sustain this curiosity students will be actively engaged in learning to view the world scientifically through hands-on experience and observation. Students will be encouraged to ask questions about nature and seek the answers, collect, count, and measure things, make observations, organize collections, and discuss findings.

Methods of instruction are performance based with hands-on individual attention. Small class sizes (20) accompanied with the utilization of manipulative and modeling promotes and establishes the hands-on process. Small class sizes enable each child to reach their potential in the educational process. Every child will have the opportunity to learn, achieve, and excel in their educational career. Students will be evaluated by traditional, project-based, and portfolio assessments. At the end of each quarter, students will receive a letter grade and a check list of acquired standards and benchmarks; hence students will receive both qualitative and quantitative evaluation of their progress. Portfolios will be used for each subject and will exhibit the students' effort, progress and achievement over the course of the entire school year. The portfolio will contain selected works and teacher and self evaluations. The portfolio will track the effectiveness of the students work habits and classroom instruction, will demonstrate each student's knowledge base and skills mastered, and create self-directed learners.

Arizona State Board for Charter Schools

Arizona State Board of Education

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CHARTER MISSION AMENDMENT REQUEST

Arizona Academy of Science & Technology 078665000
(Charter Holder Name) (CTDS)
P.O. Box 13606 Phoenix, AZ 85002
(Charter Holder Mailing Address) (City, State) (Zip)
Juan E. Miller 602-253-1199 602-253-1199
(Charter Representative's Name) (Phone Number) (Fax Number)

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4 Change in mission / description

Included is the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)

The Arizona State Board for Charter Schools and Arizona Academy of Science & Technology (Charter Holder) herein agree to amend the terms of the charter contract as follows:

FROM:

see attached

TO:

see attached

In witness whereof, Charter Holder has signed this contract amendment as of this 11 day of April, 2008, and the State Board for Charter Schools has signed this contract amendment as of this _____ day of _____, 200__, to take effect at such time as it is signed by both parties.

Juan E. Miller
Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

9/10/07

1997 CHARTER SCHOOL APPLICATION APPLICATION FACT SHEET

MISSION STATEMENT

The Edison Academy of Science and Technology will provide instruction die all Arizona students, grades 6-12, who wish to enter into serious and rigorous study of science and technology. Edison's primary goal is to develop life-long learners who have the capacity to reason critcally, and to weigh the merits of conflicting knowledge in a responsible way. Students will learn the interrelatedness of science and technology with society.

GRADES SERVED													TOTAL NUMBER SERVED	SITES
K	1	2	3	4	5	6	7	8	9	10	11	12	At all campuses and in all grades combined	Number Operating
YEAR 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	250	1
YEAR 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	350	1
YEAR 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	450	1

TARGET POPULATION

- ☐ AT RISK
☒ COLLEGE BOUND
☐ SPECIAL ED
☐ GENERAL
☐ OTHER (Please specify in 5 words or less)

SCHOOL CALENDAR

- ☐ STANDARD
☐ YEAR ROUND
☒ ALTERNATIVE (Please describe in
☐ five words or less)

Start Date: several weeks longer than standard
August 10, 1998 # Calendar Days 301

FORM OF ORGANIZATION

- ☒ NON-PROFIT CORPORATION
☐ FOR PROFIT CORPORATION
☐ S-CORPORATION
☐ PARTNERSHIP
☐ TRIBAL ENTITY
☐ OTHER

GOVERNING BODY

MEMBER TYPE	NUMBER	GOVERNING BODY MEMBER NAMES
PARENTS:		
TEACHERS		
SCHOOL STAFF:	2	Joan E. Miller, Thomas Rollins
CORPORATE	3	
OTHER:	2	

AUTHORIZED SIGNER

Joan E. Miller
 NAME
Executive Director
 POSITION
5725 E. Angela Dr.
 ADDRESS
Scottsdale, AZ 85254
 CITY STATE ZIP
992-6910
 PHONE
 FAX

CONTACT PERSON

Joan E. Miller
 NAME
Executive Director
 POSITION
5725 E Angela Drive
 ADDRESS
Scottsdale, AZ 85254
 CITY STATE
992-6910
 PHONE
 FAX

INSURANCE

Indicate the types of insurance policies to be carried by the Charter School

- liability ☒
 vehicle ☐
 medical ☐
 other property



Revised Mission Statement

Arizona Academy of Science and Technology will provide instruction to Arizona students, grades K through 8, who wish to enter into a rigorous curriculum with a special emphasis in science, math, and technology. The Academy's goal is to develop life long learners who have the capacity to reason critically and to develop responsible citizens who understand the interrelatedness of science, technology and society.

Arizona Academy of Science

Governing Board Minutes

Governing Board Meeting for the Arizona Academy of Science and Technology was held on March 14, 2008 at 7:30 am. Meeting was held in Kendall Hall located on the downtown campus, 1875 N. Central Ave, Phoenix, AZ 85004.

In attendance: Thomas Rollins, Joan Miller and Kurt Huzar.

The agenda items discussed were as follows.

Requesting a change of grades level served to eliminate grades 9, 10, 11, and 12 at the end of the 2007-2008 school year. The governing board determined that it was not economically feasible to continue the high school for one more year. Only two students would be returning from the current school year. The parents of the two students will work with the academic director to assure a smooth transition. Joan Miller so moved and Thomas Rollins seconded the motion. All agreed.

The next item concerned revising the mission statement and instructional program changes which would result from this decision. Joan Miller moved that Thomas Rollins as Academic Director would revise and prepare those changes for the Academy. Kurt seconded and all agreed.

Meeting adjourned.

